**Reflection 3**

The purpose of this class is in alignment with the school’s mission statement due to its emphasis on research and collaboration. The course is designed to give to the prospective teacher the tools needed to initiate, conduct, and share an educational research project. The prospective teacher is given the forum to develop his/her research prowess in the practice of investigating the past and present state of one’s field of interest. The teacher is shown the means of sharing one’s research and encouraged to comment on and interact with the work of one’s peers.

Through the observation of my classmates’ presentations, it was interesting to note the personal roots of practically all of the topics selected. It was clear that this selection criterion gave each student both a familiarity with and a vested interest in the research at hand. I recognized that in myself as well, noting that I chose my topic due to both prior interest and prior experience. This personal basis and investment in the research topics at hand led to a naturally diverse range of topics being researched within the class. I found interest in several of them, notably the research project about the two different models of mathematics instruction.

Had I taken this course following, rather than in conjunction with, my student teaching experience my topic selection would most definitely have changed. I think I might have been more inclined to research the methodology of ELL/ESL instruction, as my recent experience has led me to question the current immersion model. I knew nothing at all about this area prior to this semester and thus could not have thought of it to research, yet I thought more and more about it as my time in a Brooklyn elementary school continued.